



# Mindful Life Program Board Presentation

September 18, 2019

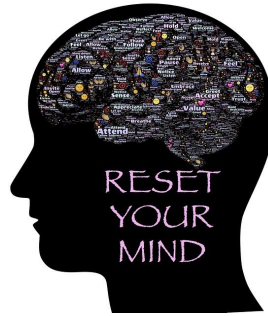


# Mindful Life Program History

Founder and Executive Director, JG Larochette, founded Mindful Life Project on May 1, 2012.

The mission of Mindful Life Program is to empower underserved children through mindfulness and other transformative skills to gain self-awareness, confidence, self-regulation and resilience, leading to lifelong success.

# Mindfulness



“Paying attention to the present moment, without judgement”

## What it is

- Secular
- Research based
- A teaching and a practice
- An invitation
- For everyone!

## What it isn't

- Religion
- Therapy
- Retraumatizing
- Mandatory
- Something that oversteps private boundaries
- Self-centered with no engagement with society

# Mindful Life Program History

1. School year 2018/19 Mindful Life Program partnered with 22 school sites
2. School year 2019/20 Mindful Life Program has 8 pending contracts totalling \$66,000
3. In August Rodney Alamo Brown, a former Mindful Life Program facilitator, submitted a complaint to the Board indicating that Mindful Life Program did not adequately train facilitators to implement the program, particularly the Tier 2 Rise Up Program, and claimed that the curriculum was copied from other agencies.

## Mindful Life Project 2019-20 (Confirmed)

School	Amount
Grant	\$26,000
Chavez	\$15,000
Nystrom	\$0
Ford	\$15,000
Helms	\$10,000
Coronado	\$0
King	(Quest funded - \$15K)
Wilson	(Quest funded -\$20,000)
<b>Total (site funded)</b>	<b>\$66,000</b>

# The Board Ask

1. In September the District provided the Board with a set of recommended mindfulness expectations for mindfulness programs partnering with the District to meet in order to partner.
2. The Board asked the District to develop a set of evidence based criteria that mindfulness partners must adhere to in order to partner with the District.

# What we Learned

1. Mindfulness is an emerging and promising practice with limited research defining best practices for the field.
2. We realize that we need to have criteria for all partners in the District



# New Requirements for Social Emotional Learning Partners

1. Clear and formalized curriculum to be taught in classrooms with scope and sequence aligned to CASEL or other evidence based Social Emotional Learning criteria defined in proposal to partner
2. Clear and formalized training and on-going professional development defined in proposal to partner
3. **Qualitative Data relating effectiveness:** (defined in End of Year Report)
  - a. Independent 3rd party evaluation or principal recommendation or survey,
  - b. Survey measuring impact of evidence based practices, and
  - c. Positive outcomes from District culture survey

## New Requirements for Social Emotional Learning Partners (continued)

4. **Quantitative Data relaying effectiveness:** (defined in End of Year Report)
  - a. Independent 3rd party evaluation or site data (i.e. suspensions, office discipline referrals)
5. Clear linkages to other District Social Emotional Learning initiatives (PBIS, Restorative Justice, Trauma - Informed practices, etc.) defined in proposal to partner defined in partnership proposal
6. Aligned to CASEL Five Core Competencies or other evidence based Social Emotional Learning criteria as defined in partnership proposal
7. Must address equity as defined in partnership proposal

## Expectations for ALL partners (working draft)

1. Clear and formalized training program for all teachers (staff) defined in partnership proposal
2. **Qualitative Data relaying effectiveness:** (defined in End of Year Report)
  - a. Independent 3rd party evaluation or principal recommendation or survey, and
  - b. survey measuring evidence based practices
  - c. Positive outcomes from District culture survey
3. **Quantitative Data relaying effectiveness:** (defined in End of Year Report)
  - a. Independent 3rd party evaluation or site data (i.e. suspensions, office discipline referrals)

# Expectations for ALL partners (working draft - continued)

4. Clear process for in school support of staff - observation, feedback, etc. defined in partnership proposal
5. Clear understanding that District can require additional training of an individual employee or require that a particular employee be removed if significant concerns are raised
6. Alignment to Multi Tiered System of Support defined in partnership proposal

# District Findings

1. Clear and formalized curriculum to be taught in classrooms with scope and sequence aligned to CASEL or other evidence based SEL criteria **Yes**
  - a. Brain House
  - b. Mindful Life Project Curriculum Upper Grade
  - c. Mindful Life Project Middle School
  - d. Rise Up Modality Lessons
2. Clear and formalized training and on-going professional development  
**Mostly**

# District Findings

3. Qualitative Data relaying effectiveness: **Mostly**
  - a. Independent 3rd party evaluation or principal recommendation or survey,
  - b. survey measuring impact of evidence based practices
  - c. Positive student growth outcomes on culture survey
  
4. Quantitative Data relaying effectiveness**Q:** (defined in End of Year Report)
  - a. Independent 3rd party evaluation or site data (i.e. suspensions, office discipline referrals) **Mostly**

# District Findings

5. Clear linkages to other District SEL initiatives (PBIS, Restorative Justice, Trauma - Informed practices, etc.) defined in proposal to partner Yes
6. Aligned to CASEL Five Core Competencies or other evidence based Social Emotional Learning criteria as defined in partnership proposal Yes

# District Recommendations

Clear and formalized training and on-going professional development

Somewhat

**RECOMMENDATION: SUPPLEMENT ON BOARDING AND SUPPORT WITH PROFESSIONAL DEVELOPMENT BOOSTERS TO ENHANCE EXPERTISE AND PRACTICE OF INSTRUCTORS AT LEAST TWICE PER YEAR**

# District Recommendations

## Qualitative Data relaying effectiveness: **Somewhat**

- a. Independent 3rd party evaluation or principal recommendation or survey,
- b. survey measuring impact of evidence based practices
- c. Positive student growth outcomes on culture survey

**RECOMMENDATION: MEASURE GROWTH YEAR AFTER YEAR BY COMPARING STUDENT GROWTH USING CLIMATE SURVEY DATA FOR TIER 1 WHOLE CLASS INTERVENTION AND TIER 2 RISE UP PROGRAM**

**RECOMMENDATION: SHARE SURVEY RESPONSE RATE SO IT IS CLEAR HOW MANY TEACHERS AND STUDENTS RESPONDED**

# District Recommendations

Quantitative Data relaying effectivenessQ: (defined in End of Year Report)

- a. Independent 3rd party evaluation or site data (i.e. suspensions, office discipline referrals) Mostly

**RECOMMENDATION: MEASURE GROWTH YEAR AFTER YEAR BY COMPARING STUDENT GROWTH USING BEHAVIOR DATA FOR TIER 1 WHOLE CLASS INTERVENTION AND TIER 2 RISE UP**

# Next Steps

1. These requirements will be required for Mindful Life Program immediately
2. In September:
  - a. The District will meet with Mindful Life Project to review the criteria and their alignment to the Social Emotional Learning criteria
  - b. Mindful Life Project will submit a revised draft proposal responding to the criteria, the District will provide feedback
  - c. Mindful Life Project will submit a final draft and begin to render services

# Next Steps

3. These requirements will be required for all SEL partners in school year 2020-2021
4. In October and November:
  - a. The District will work with Mindful Life Project to support them in meeting the data reporting criteria and alignment
5. The District will develop an equity approach to embed equity into our Social Emotional Learning criteria for next year
6. The District recommends renewing Mindful Life Project Contracts this year